DOCUMENT RESUME

ED 200 749 CE 028 509

AUTHOR Lopez-Valadez, Jeanne: And Others
TITLE Vocational Education for the Limited English-Speaking: A Handbook for Administrators.
INSTITUTION Bilingual Education Service Center, Arlington Heights, Ill.
SPONS AGENCY Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE Feb 79
CONTRACT RD-120-B9-180
NOTE 29p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Guides; Adult Vocational Education; Ancillary School Services; Check Lists; *Educational Legislation; *Educational Resources; *English (Second Language); Equal Education; Federal Legislation; Financial Support; Identification; *Models; Needs Assessment; Postsecondary Education; Program Descriptions; Program Development; *Program Implementation; Secondary Education; Student Needs; *Vocational Education
IDENTIFIERS Illinois; *Limited English Speaking

ABSTRACT

This guide provides programmatic strategies and resources information to assist vocational administrators and other educators in designing, developing, and implementing vocational education programs which meet the special needs of limited English-speaking persons. It is directed to secondary, postsecondary, and adult program personnel. The introduction provides information on Limited-English-Speaking Ability (LESA) populations in Illinois. The first section describes federal and state requirements and identifies sources of funding to supplement local efforts in providing equal educational opportunity to LESA persons. Section 2 focuses on identification of the target population as well as LESA students and on assessment of student needs. In section 3 programmatic approaches suitable to the target population and to available resources are addressed. Four models for serving LESA persons are presented: supplementation; modification; innovation; a new course; and new programs. To aid in model selection, a matrix shows the best applicability of each model. Section 4 is a checklist designed to assist in the implementation of both instructional and support services. These program considerations are examined: philosophy, instructional services, support services, facilities and equipment, and recruitment and enrollment. A chart is provided which cites available services from the Illinois Bilingual Vocational Education Project. Resource agencies in Illinois are also listed. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200749

VOCATIONAL EDUCATION FOR THE LIMITED ENGLISH-SPEAKING: A HANDBOOK FOR ADMINISTRATORS

Prepared by:

Bilingual Vocational Education Project
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

February, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Supported by:

State Board of Education
Jack Witkowsky, Chairman

Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Department of Adult, Vocational and Technical Education
Springfield, Illinois 62777

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Vocational Education for the Limited English-Speaking: A Handbook for Administrators (Contract RD 120-B9-180) was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this ***Handbook*** do not reflect, nor should they be construed as policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

ABSTRACT

Title: Vocational Education for the Limited English-Speaking: A Handbook for Administrators. February, 1979.

Developer: Bilingual Vocational Education Project
Jeanne López-Valadez, Project Coordinator

This publication is a guide to assist vocational administrators and other educators in designing vocational education programs which meet the special needs of limited English-speaking persons. It is directed to secondary, post-secondary, and adult program personnel.

Contents of the handbook include:

— information on Limited English-Speaking Ability (LESA) population in Illinois

— legislation related to the education of LESA persons

— funding sources for training and support activities

— identification and assessment of LESA persons

— program models for serving LESA in vocational education

— implementation check list

— resource agencies and services

Consultant services are available from the developer and other agencies.

ACKNOWLEDGEMENTS

We are grateful to many individuals for their ideas, suggestions and valuable input in the conceptualization, development, preparation and publication of this ***Handbook***.

In particular, we wish to thank the advisory council members of the Bilingual Vocational Education Project (BVEP) for their support throughout all phases of this project, but especially for their contribution to the content.

Jeanne López-Valadez, BVEP Coordinator, deserves special recognition for her role as principal contributor, writer and editor.

However, much of the writing could not have been accomplished without the fine skill of consultants—Linda Schinke and Susan Smith. Their contribution to several sections of the ***Handbook*** are indeed appreciated.

Special acknowledgement goes also to the Statewide ESL/Adult Education Service Center-Illinois whose ***Administrator's Handbook*** proved to be an excellent source of ideas for format and style.

A grateful thanks also to Marge Owen for her patience and competence in typing the manuscript and to Kathleen Richardson whose typesetting skills never cease to amaze.

Finally, two other individuals contributing time and valuable suggestions must be acknowledged—Rita Kalfas and John Jordan, Illinois Office of Education, Department of Adult, Vocational and Technical Education.

María M. Swanson
Project Director
Bilingual Vocational Education Project

CONTENTS

ABSTRACT i

ACKNOWLEDGEMENTS ii

INTRODUCTION 1

DEFINITION OF TERMS 3

LEGISLATION AND FUNDING 5

- Federal and State Requirements 5
- Funding Resources 6

IDENTIFICATION AND ASSESSMENT 10

- Identification of Target Population 10
- Identification of LESA Students 11
- Assessing Student Needs 12

PROGRAMMATIC APPROACHES 15

- Program Models 15
- Model Selection 19

IMPLEMENTATION CHECK LIST 20

- Philosophy 20
- Instructional Services 20
- Support Services 21
- Facilities and Equipment 21
- Recruitment and Enrollment 22

RESOURCES

- BVEP — Available Services 23
- Resource Agencies in Illinois 25

INTRODUCTION

Vocational education programs in Illinois, whether at the high school, adult education, or community college level, have provided thousands of students with marketable job skills over the past years. Despite this achievement, a significant portion of the population remains virtually unserved by such programs. This group consists predominately of persons of limited English-speaking ability (LESA). The term LESA is used to characterize persons who speak a language other than English and who do not have enough English to take full advantage of educational opportunities.

Several reasons can be offered to explain the low incidence of services to the LESA population. For example, although approximately 75 percent of vocational education programs in Illinois exists at the high school level, a very small percent of LESA persons are enrolled in high school.[1] Many LESA students drop out of high school between the 8–10th grades. Further, most LESA students in educational institutions are placed in bilingual, adult basic education (ABE) or English as a second language (ESL) programs because of the special assistance available. Unfortunately, these programs are neither designed to provide vocational education nor coordinated with vocational programs. Moreover, scheduling and entrance requirements of vocational programs have posed special problems to adult LESA persons who generally must work during the day, and who predominately lack the required educational training. Most importantly, vocational programs, like other types of educational programs, may not possess the human and materials resources necessary to serve linguistically and culturally different students.

No matter how legitimate the explanations, the fact remains that LESA persons represent an important segment of the population to be served by vocational education programs. As of January, 1979, an estimated 175,931 LESA persons in the 14-24 age group reside in Illinois. One needs to at least triple that figure to arrive at a number encompasing all LESA persons in this state. Immigration and birth rates of linguistic minority groups also indicate that these figures are increasing steadily. Although the majority of LESA persons resides in Cook County, large numbers can be found in other counties throughout the state.[2]

In addition to these statistics, one must consider the high drop-out rate for LESA students, the low college enrollment patterns of LESA persons, the high unemployment and underemployment among LESA persons, and the growing number of refugees and immigrants needing vocational retraining. Thus, it becomes evident that the number of LESA persons in Illinois potentially in need of vocational education is tremendous.

When one considers the diversity of needs, as well as the number of LESA persons to be served, the problem becomes more complex. Although LESA students in vocational education programs have the same ultimate goal as their English-speaking counterparts—that of the acquisition of marketable job skills—they possess certain needs unique to them. Typical of LESA students are:

---

[1] ***Limited English-Speaking Adults in Illinois: A Linguistic Demographic Report Based on a Documentary Survey***. E. Jeanne López-Valadez and K. Balasubramonian. Arlington Heights, IL: Bilingual Vocational Education Project. July, 1978.

[2] Ibid

1. The Puerto Rican youth, a potential high school drop-out due to academic problems and financial responsibilities, who needs motivation, career counseling, academic help in Spanish, English language skills related to vocational education, orientation to the dominant culture, and financial assistance.

2. The Vietnamese refugee, a former military man without a job, who needs career guidance, vocational retraining, English language skills for training and for the job, cultural orientation, and many support services.

3. The Latino shop owner, working in a Spanish-speaking community, who needs business training in Spanish and motivation to learn English for job mobility.

4. The Korean nurse with experience in her native country, who needs lateral upgrading of skills, the English language skills related to her profession, and an orientation to the dominant culture.

5. The Mexican-American farmworker with a sixth grade education who needs short-term training, English language specific to a job, career guidance, upgrading of basic skills, and many support services.

Although language is the common factor among these persons, the type of vocational training and language skills needed are very different. Motivation is another differentiating characteristic, especially between educational levels. Many junior and senior high school students lack the motivation or self-esteem to remain in school due to negative experiences of the past. Adults, on the other hand, are highly motivated by the need for employment but lack the skills required by most post-secondary vocational programs.

These special needs require equally special responses from vocational programs if the LESA population is to be served. This handbook hopes to assist local education agencies in this task by providing programmatic strategies and resource information with which to meet the vocational education needs of LESA persons. The ideas suggested herein are only brief guidelines for developing and implementing a program. Additional resources are available upon request (see resource section).

DEFINITION OF TERMS

Person/Student — Refers to individuals at the secondary, post-secondary and adult levels.

LESA — Limited English-Speaking Ability – any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from educational programs. LESA persons have English as their second language.

ESL — English as a Second Language – the teaching of English to persons whose native language is not English.

VESL — Vocational English as a Second Language – the teaching of special purpose English to LESA persons which utilizes the vocabulary, situations, and lexicon specific to a vocational field or job.

Bilingual Vocational Education — Refers to programs which are designed to enable individuals with limited English-speaking ability to acquire the necessary job skills by using two languages as the medium of instruction. An integral part of these programs is the teaching of vocational ESL.

LEGISLATION AND FUNDING

FEDERAL AND STATE REQUIREMENTS

In order to fully comprehend the importance which both the state and federal governments place upon educational services to persons of limited English-speaking ability, one should be familiar with at least three legislative acts and one legal decision.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits exclusion from programs and denial of benefits to any person on the basis of race, color, or national origin.

LAU et. al. v. NICHOLS et. al.

Decided in 1974, this Supreme Court case involved a class-action suit filed against the San Francisco Unified School District on behalf of 1,800 students of Chinese ancestry who did not speak English. Finding the district in violation of Section 601 of the Civil Rights Act of 1964, the Court ruled that:

> The failure of the . . . school system to provide English language instruction to approximately 1,800 students . . . or to provide them with other adequate instruction procedures, denies them a meaningful opportunity to participate in the public educational system . . . .[3]

Although the Court did not specify a remedy, the Office of Civil Rights has established guidelines for school districts to be in compliance with the LAU decision.

Article 14C of the School Code of Illinois

Effective July 1, 1976, Article 14C of the School Code of Illinois (entitled Transitional Bilingual Education) requires:

> school districts with attendance centers with 20 or more children of limited English-speaking ability who share a common home language to provide and maintain a program of transitional bilingual education . . . .[4]

A transitional bilingual program includes subjects required by law, native language arts, English as a second language (ESL), and the history and culture of the students in the program.

---

[3] LAU et. al. v. NICHOLS et. al., No. 72-6520. Argued December 10, 1973; decided January 21, 1974.

[4] ***Rules and Regulations for Transitional Bilingual Education.*** Illinois Office of Education–Bilingual Section. 1976.

Public Law 94-482

The Vocational Education Amendments of 1976 (P.L. 94-482) indicate that vocational education training should be made accessible to persons of all ages in all communities. Priority is placed on providing special assistance to persons for whom the need is most acute—the disadvantaged, the handicapped, and the limited English-speaking. In its implementation of, P.L. 94-482, the Illinois Office of Education, Department of Adult, Vocational and Technical Education requires that each local education agency establish a system to identify special needs students in their vocational programs. Each local education agency is also to annually indicate in its One and Five Year Plan for Occupational Education, special assistance to be provided to handicapped, disadvantaged and limited English-speaking students.

In essence, all of the decisions and laws cited have a common goal: that of providing services and programs which allow for a student's full participation in the educational system. These legal foundations are, thus, especially significant for LESA persons in Illinois.

FUNDING RESOURCES

As a result of the previously mentioned laws, as well as other governmental provisions, funding is available to supplement local efforts in providing equal educational opportunity to LESA persons. Identified here are sources of funding to support activities related to vocational education such as vocational training, ESL instruction, counseling, and materials.

Sample sources of funding include:

- P.L. 94-482 (see Chart 1)
- Comprehensive Employment and Training Act (see Chart 2)
- Illinois Community College Board Appropriations Funds (see Chart 3)
- 10:22-20 Illinois School Code (see Chart 3)
- Adult Education Act, P.L. 91-230 (see Chart 3)

Some of the funding cited is earmarked for economically disadvantaged persons. These have been included, because in most cases, the population to be served is not only limited English-speaking but also unemployed or underemployed. Once your local population's needs have been identified, other areas of funding may be found appropriate.

CHART 1

FUNDING SOURCE: EDUCATION AMENDMENTS OF 1976, TITLE II—VOCATIONAL EDUCATION (P.L. 94-482)

Description	Application	Population to be Served
Part A, Subpart 2: Sequential occupational education programs which are directly related to the preparation of individuals for employment. Additional funding is available for the cost of providing specialized services to LESA students.	Local education agencies and state institutions may apply by submitting a One and Five Year Plan for Occupational Education to: Illinois Office of Education Department of Adult, Vocational and Technical Education Program Approval and Evaluation (217) 782-4876	Individuals, including LESA persons, requiring preparation for a career (non-baccalaureate) Level: Secondary, post-secondary, adult.
Part A, Subpart 3: Innovative research and developmental programs/activities.	Educational agencies, public and private, and other parties or organizations interested in developing proposals should request information from: Illinois Office of Education Department of Adult, Vocational and Technical Education Research and Development (217) 782-4620.	For information, contact: IOE, DAVTE
Part B, Subpart 2: Federal awards for Projects of National Significance. May include research, exemplary and innovative projects, vocational curriculum development, vocational guidance and counseling programs, vocational personnel training, and grants to overcome sex bias.	For information, contact: Howard F. Hjelm, Director Division of Research and Demonstration Programs of National Significance Education Department Room 5042, ROB #3 400 Maryland Avenue, S.W. Washington, DC 20202	For information, contact: Division of Research and Demonstration U.S. Office of Education
Part B, Subpart 3: Federal awards for bilingual vocational training programs, bilingual vocational instructor training programs, and programs for the development of bilingual instructional materials.	State agencies, public and private nonprofit educational institutions, organizations, and individuals may submit proposals. For information, contact: Dr. Richard H. Naber U.S. Department of Education OPEMLA BVT (Mail Stop REP 421) 400 Maryland Avenue, S.W. Washington, DC 20202	For information, contact: Division of Research and Demonstration U.S. Office of Education

CHART 2

FUNDING SOURCE: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

Description	Application	Population to be Served
Title II: Program activities include classroom training - both academic and vocational, on-the-job training, work experience, counseling services, and job development	Program eligibility inquiries and application information available from local Prime Sponsor through: Governor's Office of Manpower and Human Development (217) 785-3290 or Illinois Office of Education Department of Adult, Vocational and Technical Education Comprehensive Training Section (217) 782-4863	Economically disadvantaged and underemployed or unemployed persons. Level: Secondary, post-secondary, adult.
5% - Supplemental vocational education funding: administered by IOE to develop state coordination and to help local Prime Sponsor with classroom training and support services.	For information, contact: local Prime Sponsor or Illinois Office of Education Department of Adult, Vocational and Technical Education Comprehensive Training Section (217) 782-4863	Same as above.
Title III: is administered federally to supplement services beyond the scope of Title II for special groups of disadvantaged workers.	For eligibility information, contact: Department of Labor Employment and Training Administration 230 South Dearborn Street Chicago, IL 60604	Special groups of disadvantaged workers, e.g., migrant, Native American, youth, limited English-speaking. For specifics, contact the Department of Labor. Level: Secondary, post-secondary, adult.
Title VI - Countercyclical Public Service Employment Program. Designed to provide work for long-term unemployed while helping agencies with needed manpower.	Non-government or non-profit agencies are eligible. Apply to: local Prime Sponsor	(Persons employed under this funding must meet unemployment criteria.)

CHART 3

FUNDING SOURCE: ILLINOIS COMMUNITY COLLEGE BOARD APPROPRIATION FUNDS

Description	Application	Population to be Served
Disadvantaged Student Grant: To provide courses and activities for disadvantaged, including: basic education, GED, ESL, learning center, specialized study, materials, tutoring, recruitment, counseling, job placement, in-service education.	Non-competitive proposal submitted by college districts prior to beginning of each fiscal year to: Illinois Community College Board 518 Iles Park Place Springfield, IL 62718	Educationally disadvantaged (as defined by the individual college). Level: Adult, post-secondary
General Studies: To provide preparatory courses (GED and ESL), developmental courses, adult basic education, and supplementary vocational skills training.	Reimbursement to community colleges for courses offered. Contact: Illinois Community College Board (see address above)	Persons enrolled in community colleges.

FUNDING SOURCE: 10:22-20 ILLINOIS SCHOOL CODE, EDUCATION AND TRAINING OF WELFARE RECIPIENTS

Description	Application	Population to be Served
Provide basic education, vocational training and supplementary services for public aid recipients.	Local education agencies apply by submitting a program proposal to: Illinois Office of Education Department of Adult, Vocational and Technical Education Adult and Continuing Education Section 100 North First Street Springfield, IL 62777	Public Aid Recipients (A.D.C. and A.D.C.U. adults 16 years and over). Level: Adult, post-secondary

FUNDING SOURCE: ADULT EDUCATION ACT, P.L. 91-230 AS AMENDED

Description	Application	Population to be Served
Adult basic education instructional programs including basic education, ESL, and adult secondary.	Local education agencies and private nonprofit organizations may apply by submitting a program proposal to: Illinois Office of Education Department of Adult, Vocational and Technical Education Adult and Continuing Education Section (see address above)	Adults 16 years and over without a high school diploma. Level: Adult

IDENTIFICATION AND ASSESSMENT

IDENTIFICATION OF TARGET POPULATION

Prior to instituting specialized assistance or programs for LESA students, it is important to have information on the local LESA population to be served.

Population statistics might include:

- Number of LESA persons in district/county
- Age distribution
- Language(s) spoken
- Economic profile
- Chief employment patterns
- Educational levels

Sample sources for information include:

- Government Agencies
  - — The Bureau of the Census
  - — Regional HEW Office
  - — Immigration and Naturalization
  - — Department of Labor
  - — Public Aid (city and state)
  - — Department of Human Resources (city and state)
  - — Department of Unemployment and Compensation (city and state)
- Illinois Office of Education—in particular the Departments of:
  - — Adult, Vocational and Technical Education
  - — Bilingual Education
  - — Migrant Education
  - — Urban and Ethnic Education
- Resource Agencies
  - — Bilingual Education Service Center
  - — Regional Adult Education Centers
  - — Career Guidance Centers
  - — Community Service Agencies/Organizations

IDENTIFICATION OF LESA STUDENTS

The Illinois Office of Education, Department of Adult, Vocational and Technical Education, now requires local education agencies to identify the number of LESA students enrolled in vocational courses on Reporting and Claim Forms.

Definition–

Local education agencies may use the following definition for identifying LESA students:

> *Limited English-Speaking Ability means*—any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

Levels–

LESA persons vary in their degree of English proficiency in the areas of understanding, speaking, reading, and writing. For example, some persons have studied English and may have a basic reading understanding but be unable to speak English. On the other hand, some students can carry on a conversation and yet be unable to read or understand a teacher's lecture. Students in the latter case are assumed to be able to handle English instruction, while the former appear to know no English. To assist in student identification and in the delivery of services, the following levels of English language proficiency developed by the Illinois Office of Education, Bilingual Section, may be used[9]:

Level I: The individual does not speak, understand, or write English, but may know a few isolated words or expressions.

Level II: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

Level III: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

Level IV: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

These levels are used in the identification of students (grades K-12) for the annual Bilingual Census conducted for the Illinois Office of Education, Bilingual Section. However, this level of specificity is not required on vocational Reporting and Claim Forms.

[9] Ibid.

Methods of Identifying Students in Vocational Programs–

- Obtain Bilingual Census data for your school and check if any of these students is enrolled in vocational education.
- Have vocational teachers observe student language skills and refer for further assessment.
- Conduct student interviews prior to placement. (Is student enrolled in ESL class, bilingual program or remedial/tutorial program?)
- Disseminate student questionnaire.
- Have Adult ESL personnel identify which of their students may be receiving vocational instruction.

ASSESSING STUDENT NEEDS

Once the broad determination is made that a student is limited English-speaking, further assessment is necessary to insure appropriate assistance.

For English Language Proficiency consider:

- To what degree is he/she able to communicate orally in class or on the job?
- Is his/her English adequate to comprehend lectures and readings required in vocational training?
- Will he/she be able to complete written assignments or do job-related paper work?
- Does the person possess the specialized vocabulary in English necessary to function in a chosen job skill area?

In the case of language assessment, teacher-made and commercially-developed ESL tests are available. These types of tests include individually or group administered instruments, and range from 10–45 minutes in length. Locally developed placement tests are also used as are teacher observation, interviews, and records of past educational performance. Generally, it is advisable that a native English-speaker assess English language proficiency.

For Native Language Proficiency consider:

- To what degree can the person speak their native language?
- Is the person literate in his/her first language?

- How many years of schooling has the individual had in his/her language?
- Does the person possess a technical vocabulary in his/her language?

Since some support services and materials will have to be provided in the native language, it is important to assess the student's skills in his/her native language. Unfortunately, few instruments are available, especially for adults. Many programs will need to develop their own placement tests or strategies. Simple interview techniques have been found to be very helpful. Of course, a person fluent in the language to be tested is essential.

For Cultural Adjustment consider:

- How long has the person been in the U.S.?
- How many years of schooling has the individual had in the U.S.?
- Is the individual culturally familiar with the American job market and expected employee behaviors and attitudes?
- Is the person comfortable dealing with public transportation and other community resources?

Observation and interview techniques are also useful strategies for assessing the degree of your student's familiarity with the American culture and the job market. Formal instruments can also be designed.

For Achievement, Aptitude, Interest and Other consider:

In addition to identifying the needs related to culture and language, an assessment of a LESA person should also include those areas generally taken into consideration for providing vocational education to other students, such as:

- Educational achievement and expectations
- Occupational aptitude, experience and aspirations
- Economic background
- Career awareness

To do aptitude, ability and interest diagnostic testing, one should identify instruments or techniques that 1) are in the student's native language, 2) are adapted to second language learners, or 3) are multisensory and do not rely on extensive aural or written English language skills. This should be done to avoid the pitfall of testing the person's English language and reading ability instead of skills, knowledge or interests. Several achievement and ability tests as well as interest inventories have

already been translated. Since most of these are either in Spanish or Vietnamese, local instruments may have to be translated or adapted. A bilingual/bicultural person would be most appropriate for conducting these areas of assessment and helping with any material development.

General Considerations

Assessment instruments and strategies will have to be identified, adapted and/or developed. Any testing instrument to be used should be evaluated for cultural or sex bias. Illustrations as well as test items can be adapted to correct bias. In other cases, making the tester aware of the bias and the cultural perspective of the person being tested/assessed can help prevent incorrect placement and retention problems.

Staff members may need inservicing on: 1) the use of new instruments or procedures, 2) the LESA student and his/her culture(s), and 3) recommended placement of LESA students. Bilingual/bicultural testers can help facilitate the assessment process because of their knowledge of the language and culture of the LESA student.

For many limited English-speaking adults, testing, counseling and college registration practices are new and frightening experiences. It is important to make initial placement testing simple and to have available someone who can communicate in the person's native language.

PROGRAMMATIC APPROACHES

PROGRAM MODELS

Once students and their particular needs, both linguistic and occupational, have been identified, vocational education personnel must decide upon the programmatic approach best suited both to the target population and to available resources. Program models for serving LESA persons can range from remedial instruction to modification of instruction and materials to special course offerings to complete bilingual vocational programs. Four models are presented here. Each may be implemented independently or in combination with another. The degree of change necessary in curriculum, instruction, staffing, and staff training varies with each model.

Model 1 — Supplementation

- Definition

  This approach involves the use of tutors to supplement instruction in the existing vocational program. The tutorial asistance would help the student understand vocational concepts and processes, practice language skills, and help upgrade basic skills.

- Implementation Considerations

  — Curriculum – This model requires no major changes in the basic curriculum. However, curriculum guidance should be provided for tutors.

  — Staffing – This model necessitates bilingual tutors with skill in the area(s) to be taught. These persons can be: peers, para-professionals, community resource people, or teachers assigned during non-teaching periods. When many students of the same language background are involved, hiring a para-professional is recommended.

  — Staff Training – Depending on the experience of the tutors, training may be needed in the following areas: role of the tutor, tutoring techniques and resources. The vocational instructor may need training in student identification and assessment, and materials adaptation.

Model 2 — Modification

- Definition

  This approach involves linguistically adapting vocational curriculum and instruction to meet the needs of LESA students. In addition to the use of the student's native language, the teaching of ESL and culture may be utilized within the context of vocational instruction. This model depends on a greater level of individualization.

- Implementation Considerations

  — Curriculum – This model requires no major changes in the basic curriculum. However, student competencies dealing with language and cultural differences need to be addressed. This can be done by adapting instructional techniques and materials to reflect the English language proficiency of the student(s).

  — Staffing – This model allows for flexibility in the staffing of the vocational class by either:

  a) An English-speaking vocational instructor with basic ESL teaching skills and multicultural sensitivity.

  b) A bilingual vocational teacher.

  c) An English-speaking vocational instructor working in a team with a bilingual teacher aide. The aide may be a peer, a para-professional, or a community resource.

  In addition to teaching, the staff will have new responsibilities, such as curriculum development and extensive materials adaptation.

  — Staff Training – In order for this model to succeed, an extensive staff development program would be needed in two of the following cases:

  a) The English-speaking vocational instructor would need an extended training, involving the following areas: ESL techniques, identification of needs of LESA students, cultural understanding and teaching, and adapting existing vocational materials and teaching techniques.

  b) The bilingual vocational teacher would need training in: ESL techniques, material adaptation, and teaching culture.

  c) The team (English-speaking vocational instructor with a bilingual teacher aide) would need training in the areas of: team teaching techniques, adaptation of materials, and ESL techniques.

Model 3 — Innovation: A New Course

- Definition

  This approach involves designing a vocational course geared to the specific needs of the LESA students. This course could be independent of, or related to, other vocational education course offerings.

  Examples of new courses:

  — English through Typing
  — English for Nursing
  — Basic Auto Repair in Spanish
  — Vocational English as a Second Language
  — Choosing a Career in the United States

- Implementation Considerations

  — Curriculum – This model requires that either the curriculum of existing courses will have to be revised to include new content or an entirely new course will have to be designed.

  — Staffing – This will depend on the course that is being offered and could include one or a combination of the following staff:

    a) An English-speaking vocational teacher with understanding of basic ESL strategies.

    b) A bilingual vocational instructor.

    c) An ESL teacher working with a vocational teacher.

    These staff members will probably be responsible for curriculum and material development in addition to teaching.

  — Staff Training – Depending on the experience of the teachers, the staff would benefit from inservices offered on the following topics: material and curriculum development, bilingual teaching strategies, ESL strategies, cultural diversity of the students, self-concept development of the LESA student.

Model 4 — New Programs

- Definition

  This approach involves designing and implementing programs based on the particular needs of the LESA students within a specific community.

  Examples of programs include:

  Vocational Orientation in the Latin Community

  A summer program that teaches career awareness, decision-making, pre-employment skills, etc., using a Latino community as the classroom, and a bilingual mode of instruction.

  Vocational English Program

  A series of sequential courses, such as: 1) survival skills in English, 2) pre-vocational skills and English, 3) vocational English specific to a broad occupational area, and 4) vocational English specific to one area of training or job.

  Bilingual Vocational Program

  A program which includes bilingual training in a vocational field and related English language instruction (VESL). Designed to prepare LESA persons to function in: 1) an all-English work situation or 2) a job requiring bilingual skills (ex., bilingual secretary).

- Implementation Considerations

  — Curriculum – The amount of curriculum development that needs to be done will vary according to the program being implemented. Most of the vocational training courses will only need adapting, while the vocational language classes and materials will need to be completely designed or redesigned.

  For some progams, courses from different departments can be simply coordinated; for others, new courses or sequences will be needed.

  — Staffing – This model requires the following staff:

  a) Administrative: program coordinator

  b) Teaching: Team 1 – bilingual vocational teacher and a VESL teacher
  Team 2 – vocational teacher, a bilingual aide, and a VESL teacher

  c) Support Staff: recruiter, bilingual counselor, job developer, etc.

— Staff Training – Inservice training needs would vary according to the position of the staff member:

The program coordinator would probably benefit from information on: models, funding, coordination of staff, student recruitment and testing.

The vocational education teachers would need instruction in: bilingual strategies, bilingual material development, culture and ESL strategies, task analysis, and testing of LESA students.

The ESL teachers would require: vocational orientation, adaptation of ESL material and techniques to vocational needs, and determination.

MODEL SELECTION

Each model differs in its ability to accommodate different numbers of students, languages, and grade levels. The following matrix shows the best applicability of each model.

MATRIX: APPLICABILITY OF PROGRAM MODELS ACCORDING TO GRADE LEVEL, NUMBER OF STUDENTS AND NUMBER OF LANGUAGES

Program Approach	Small Number of Students from One Language Group	Small Number of Students from Several Language Groups	Large Number of Students from One Language Group	Large Number of Students from Several Language Groups	Levels	
					Secondary	Post-Secondary and Adult
Model 1 — Supplementation	X	X			X	X
Model 2 — Modification a) English Instruction	X	X	X	X	X	X
B) Bilingual Instruction			X	X	X	X
Model 3 — Innovation: New Course			X	X	X	X
Model 4 — New Program			X	X	X	X

Note: A numerical figure is not given here for the terms "small" or "large" number of students because they vary according to district size and student level. Generally, "small" would mean an amount too small for the minimum enrollment in a course/class.

Whichever the chosen approach, the basic issue is one of how and when to use the first and second languages. Generally speaking, the lower the level of English proficiency, the higher the level of programmatic assistance needed; the higher the level of programmatic assistance, the more rapidly the student can progress through the program. All approaches, however, presuppose a strong base of support services and coordination with existing programs. Support services may include guidance and counseling, tutoring, testing, financial assistance, and job placement. Coordination involves the vocational education program working with such programs as ESL, GED, bilingual education, and counseling.

IMPLEMENTATION CHECK LIST

Regardless of the model selected to provide vocational instruction to LESA persons there are general program considerations which must be examined. The following check list is designed to assist in the implementation of both instructional and support services for this special needs population.

Philosophy

- Does your local One and Five Year Plan for Occupational Education include goals related to the needs of limited English-speaking persons?

Instructional Services

- Has existing ***curriculum*** been adapted or new curriculum developed to provide for the special needs of LESA persons, such as:
  - — the development of English language skills related to vocational instruction and employment
  - — an understanding of cultural values and attitudes related to the American educational system and the world of work
  - — the development of positive self-image
  - — an understanding of equal employment practices and resources

- Has ***staff*** been hired, reassigned, or teamed to accommodate for staffing needs, such as:
  - — recruiter
  - — material developer/translator
  - — language tester
  - — bilingual vocational instructor/aide
  - — vocational ESL teacher
  - — program coordinator
  - — bilingual counselor or counseling aide

- Do ***inservice*** plans provide for staff training in areas related to serving LESA persons?

- Have instructional ***materials*** been acquired, adapted or developed which take into account the culture and language proficiency of LESA students, such as:
  - — vocational materials in simplified English
  - — bilingual or non-English language vocational materials
  - — vocational English as a second language materials
  - — bicultural/multicultural materials

- Does the educational ***testing and assessment*** take into consideration language and cultural differences through:

  — the use of bilingual staff for testing
  — use of bilingual or non-English testing instruments
  — the development of criteria to correlate educational training in the United States and other countries

- Does ***scheduling*** of vocational courses take into consideration LESA student needs by:

  — providing flexibility
  — coordinating with other programs (bilingual, adult ESL, GED) to insure sequential student programs
  — extending school day/week/term to accommodate special courses or supplemental instruction

Support Services

- Have the ***guidance and counseling services*** been modified to meet the needs of LESA persons through any of the following:

  — inservicing of counselors on bicultural techniques and LESA needs
  — provision for bilingual professional counselor, bilingual aide/translator, or peer counselor
  — provision for bilingual psychological services
  — acquisition or development of special English or bilingual materials
  — referrals to or provision for social services (social work)
  — involvement of LESA families—special meetings, bilingual mailings, family counseling, etc.

- Do plans for meeting LESA persons' needs include ***special services***, such as:

  — transportation
  — job placement
  — day-care
  — financial assistance

Facilities and Equipment

- Are ***facilities*** available for supplementary acivities for LESA students, such as:

  — classrooms or meeting rooms for tutorial sessions
  — language labs for language practice
  — resource room for special bilingual materials

- Are vocational programs offered at ***sites*** convenient to LESA communities?

- Does your program possess or have access to ***equipment*** needed in the instruction of LESA students, such as bilingual typewriters or audiovisual equipment?

Recruitment and Enrollment

- Has your program taken any special steps to ***recruit and enroll*** LESA students, such as:

  — hiring a bilingual/bicultural recruiter
  — developing bilingual promotional materials for parents and students
  — advertising in bilingual community newspapers and radio programs
  — developing relations with social service agencies for referrals
  — enlisting bilingual community support

BILINGUAL VOCATIONAL EDUCATION PROJECT[1] (BVEP)

AVAILABLE SERVICES

Program Area	Consultative Assistance[2]	Inservice Training[2]	Resources and Materials[3]
Curriculum	Program models Curriculum components Funding sources Curriculum adaptation Bilingual education	Curriculum development Curriculum adaptation	Sample course syllabi Sample program proposals Professional references Illinois LESA population reports
Staffing	Staffing options Staff identification Staff coordination Staff development	Bilingual techniques Adapting instruction Vocational ESL Culture Team-teaching	Bilingual employment referral file Professional references
Materials	Identification Selection	Material adaptation Material development Material evaluation Material utilization	Bilingual career materials Bilingual vocational materials Vocational ESL materials Bibliographies Professional references
Testing	Student identification Student assessment Language test selection Identification of instruments in other languages	LESA student assessment Language assessment Test adaptation	Test samples Test bibliographies Professional references
Counseling	Bilingual psychological referral services Adapting counseling Student needs Student placement	Student placement Cultural sensitivity Peer counseling LESA persons' needs	Professional references Bilingual affective education materials
Recruitment	Community resources Recruitment techniques	Community relations Recruiting LESA persons	Sample recruitment materials List of community agencies

[1]BVEP, 500 S. Dwyer Ave., Arlington Heights, IL 60005. (312) 870-4150. Jeanne López-Valadez, Project Coordinator.

[2]These are sample topics. Others may be offered upon request by local district.

[3]BVEP has a multimedia lending library of professional reference and instructional materials.

VOCATIONAL EDUCATION FOR

THE LIMITED ENGLISH-SPEAKING:

A HANDBOOK FOR ADMINISTRATORS

Your appraisal of this handbook would be appreciated. Please indicate your opinion by checking the appropriate boxes and providing comments where indicated. This form has been designed as a self-mailer. Simply fold with return address outside, staple and stamp.

- - - - - - - - - - -

Physical Appearance:	Yes	No
Handbook is attractive	☐	☐
Material is well spaced.	☐	☐

Organization and Content:		
Organization facilitates use	☐	☐
Organization is clear.	☐	☐
Range of areas included is adequate.	☐	☐
Information presented is useful.	☐	☐

General:	Poor	Good	Excellent
Overall quality of material . . .	☐	☐	☐

Other Comments:

BVEP—79

RESOURCE AGENCIES IN ILLINOIS

ILLINOIS OFFICE OF EDUCATION
Department of Adult, Vocational and
Technical Education
100 North First Street
Springfield, IL 62777
217/782-4870

ILLINOIS OFFICE OF EDUCATION
Department of Bilingual Education
188 West Randolph Street - 14th Floor
Chicago, IL 60601
312/793-3850

ILLINOIS NETWORK OF EXEMPLARY PROGRAMS FOR OCCUPATIONAL EDUCATION FOR HANDICAPPED & DISADVANTAGED STUDENTS
For information on nine sites contact:
Illinois State University
Turner Hall
Normal, IL 61761
303/436-6022

EAST CENTRAL CURRICULUM MGMT. CENTER
100 North First Street, E-426
Springfield, IL 62777
217/782-0758
Rebecca Douglass, Project Dir.

BILINGUAL VOCATIONAL PROJECT
Illinois State University
525 Stevenson Hall
Normal, IL 61761
309/438-3320
Dr. Jo Ann McCarthy, Dir.

SOUTHERN ILLINOIS UNIVERSITY
Department of Higher Education
Carbondale, IL 62901
618/536-2389
Dr. James Osberg, Dir.

BILINGUAL EDUCATION SERVICE CENTER*
500 South Dwyer Avenue
Arlington Heights, IL 60005
312/870-4120
Maria M. Swanson, Dir.

Bilingual Vocational Education Project
Jeanne López-Valadez, Project Coord.
312/870-4150

Indochinese Material Development Project
Shinae Chun, Project Coord.
312/870-4153

Illinois Resource Center
Ron Perlman, Asst. Dir.
312/870-4122

Midwest Resource Center
Guillermo De Hoogh, Assoc. Dir.
312/870-4121

Statewide ESL/AE Service Center-Illinois
Joanna Escobar, Asst. Dir.
312/870-4157

*Also housed at BESC:
Illinois Adult Indochinese Refugee Consortium
Tipawan Reed, Project Coord.
312/870-4159